DOCUMENT RESUME

ED 363 248 HE 026 912

AUTHOR Farmer, Betty L., Comp.
TITLE Dissertations in the Field of Developmental Education. A Selected Annotated Bibliography.
PUB DATE [93]
NOTE 76p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Persistence; Curriculum Development; *Developmental Studies Programs; Doctoral Dissertations; *Educationally Disadvantaged; Higher Education; *High Risk Students; Instructional Effectiveness; Mathematics Instruction; Remedial Instruction; Research

ABSTRACT

This annotated bibliography contains abstracts of 36 dissertations on developmental education at the postsecondary level. Citations are listed alphabetically by author and range in date from 1985 through 1992. Substantial descriptive abstracts are provided for each citation. (DB)

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Dissertations in the Field of Developmental Education

A Selected Annotated Bibliography

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Running Head: Dissertations in the Field of Developmental Education

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Biographical Information

Betty L. Farmer is an Assistant Professor of Nursing in the School of Nursing at Grambling State University. She earned the B.S.N. Degree from Northeast Louisiana University; M.S.N. Degree from Northwestern State University, Louisiana and is currently pursuing the Ed.D. Degree in Higher Education at the University of Arkansas. Mrs. Farmer has held both administrative and clinical positions at Louisiana State University Medical Center. She has published a number of articles in refree Journals and Eric Database. Mrs. Farmer's research interest include Critical Thinking Skills of College Students and Women in Higher Education.

Dissertations in the Field of Developmental Education

A Selected Annotated Bibliography

Betty L. Farmer
Editor

Preface

There has been no major effort to systematically identify and annotate the rapidly emerging data based literature in developmental education. If collegiate educators are to successfully attract developmental learners, they must first understand their characteristics, needs, goals, and interests. This selected Annotated Bibliography of Dissertations concerned with developmental education has been assembled and edited to serve this function. It is important to mention that a Dissertation Abstract search identified more than 1900 abstracts in the area of Developmental Education dating back to 1861. This Annotated Bibliography covers the period from 1985 through 1992. This researcher, however, is currently involved in a major research project designed to publish a book of

Annotated Bibliographies that will include the 1900 plus dissertations.

It is the belief of this researcher that one of the most valuable tools for research is a scholarly, edited Annotated Bibliography. I believe that this Annotated Bibliography meets that standard. It identifies dissertation research on specific types of developmental programs designed to serve developmental learners and research which focuses on issues related to the nature and needs of these students. Annotations selected for this bibliography were chosen on the basis of which dissertation used the most valid sampling for their data and presented information and/or conclusions that have significant implications for collegiate educators concerned with developmental education.

The citations in the Annotated Bibliography were compiled and edited from two data bases: ERIC and PSYCH LIT. A manual library search was also conducted. In an effort to make this Annotated Bibliography most usable, citations are identified alphabetically by author, followed by the title and year.

This publication then, should serve as a valuable teaching and research instrument for faculty, staff and administrators, students, and the public at large concerned with the education of developmental learners.

A Selected Annotated Bibliography of Dissertations in the Field of Developmental Education (1985-1992)

Avramides, B. (1986). The effect of counseling style on the academic achievement of high-risk college freshmen with different locus-of-control orientations (Doctoral dissertation, New York University, 1986). Dissertation Abstracts International, 47, 4287.

This study examined the effects counseling style (nondirective versus semi-structured) and its interaction with locus of control on the Grade Point Averages (GPAs) of high risk freshmen. A sample of high risk freshmen (n - 252) was randomly divided into two groups. One group received semi-structured counseling, framed by a Counseling Contract, and the other received non-directive counseling. The semi-structured group achieved higher mean GPAs after one semester than the nondirective group, GPA - 2.01 and 1.71, respectively. Examination of locus of control (Levenson's

IPC) and academic achievement revealed that Internals had higher mean GPAs than either Powerful Others or Chance students, GPA - 2.14, 1.81, and 1.58, respectively, but there were no differences between Powerful Others and Chance groups. Interactions between counseling style and locus of control outperformed Internals receiving non-directive counseling, GPA - 2.43 and 1.85, respectively. Counseling style was not related to academic achievement for Powerful Others or Chance students.

These findings indicate that semi-structured counseling with action strategies is more effective than non-directive counseling for certain high risk students. Internals receiving semistructured counseling achieved highest GPAs, suggesting that they were best able to utilize the structured sessions.

Berry, D. (1988). An attrition and retention study for Madonna College (Doctoral dissertation, Madonna

College, 1988). Dissertation Abstracts International, 27, 13.

An initial step in addressing the problem was to identify the characteristics of successful and unsuccessful students. A "high risk" student profile allows the institution to focus on students most likely to respond to retention efforts. This Dissertation examines student attrition from 1980 through 1988 in a co-educational, Catholic, liberal arts college. Degree-bound undergraduate students who enrolled during these years comprise the cohort. The study includes both conclusions with respect to the validity and meaning of observed trends and recommendations applicable to a student retention program.

Bray, C. (1985). Early identification of dropout prone students and early intervention strategies to improve student retention at a private university (Doctoral dissertation, North Texas State University, 1985). Dissertation

Abstracts International, 47, 95.

The purpose of the study was to identify high risk students by use of the Strategies Counseling Inventory College Form (SCI-C) in order to initiate early intervention counseling and advising. The SCI-C instrument consisted of six scales designed to elicit attrition-related information about the first-time, freshmen students. The scales identified students who were in need of assistance, and they provided a profile of their problem areas. Utilizing the information which was available within ten days after the beginning of classes enabled Student Development personnel to select the students out of the freshmen class who needed help and to refer them to university resources for assistance.

The conclusions drawn from the analysis of the SCI-C data were: (1) students who needed assistance to integrate into the academic and

social environment of the university were identified by the SCI-C; (2) students at Hardin-Simmons University value adult/student relationship outside of the classroom; (3) attitudes of caring service creates a "staying environment;" (4) although the SCI-C indicates students' interests in support services, not all students who request assistance, avail themselves of the opportunities provided for them; (5) a relationship seems to exist between the intervention strategies provide particular freshmen and their successful performance in the classroom (GPA of 1.60 or greater) and their persistence at the university for their second year; (6) the SCI-C provides attrition-related counseling information about students rather than predicting college academic success;
and (7) the SCI-C is a valid instrument to use to facilitate student retention at Hardin-Simmons University.

Carpenter, K. (1985). Differences in instructional practices in study techniques as provided by the two groups of teachers (Doctoral dissertation, The University of Nebraska-Lincoln, 1985) Dissertation Abstracts International, 44, 1495.

The purpose of this study was to compare two groups of teachers who graduated from a single institution, one group received explicit instruction in study skills as undergraduates and the second group who did not receive such instruction, in the teaching of study skills in their K-12 classrooms.

Comparisons of data show that there is a significant difference in the learning of study techniques between the two groups of teachers; however, there is little difference between the two groups in the teaching of study techniques in their K-12 classrooms. It was not characteristic of these fifty teachers to teach their students study techniques.

They felt inadequately prepared to teach study skills and believed a class should be taught in order to learn how to teach study skills at appropriate grade levels. And that this course should be an undergraduate requirement.

Crisanti, A. (1989). A cross-sectional study of alcohol use by undergraduate residential college students (Doctoral dissertation, Southern Connecticut State University, 1989). Dissertation Abstract International, 25, 235. This study identified alcoholic beverage consumption patterns and behavior of residential undergraduate college students. All participants in the study resided on campus in dormitories. A voluntary anonymous information gathering questionnaire was used to collect the data from self-disclosure of students in the survey. The data included three major areas: Personal, Self-esteem, and Alcohol beverage consumption patterns. The data was analyzed by computing Chi Square to

test for significant differences between individuals' reported alcohol beverage use. The objective of this research was to determine patterns of undergraduate students's alcohol beverage consumption and develop a profile of "high risk" students. The research identified significant differences between age and class years of participating students. The data gathered is representative of the undergraduate residential population attending Southern Connecticut State University.

Dial, E. (1987. A longitudinal retention analysis of the enrollment history of students in a four-year public institution in the state of Louisiana (Doctoral dissertation, the Florida State University, 1987). Dissertation Abstracts International, 48, 574.

The purpose of this study was to examine the academic history of students enrolled in a representative state university during the period 1979 to 1985 to determine (a) the

relationship between student characteristics (i.e., demographic academic variables) and retention status, and (b) the effect student characteristics have on semester retention rate. Student data by semester were obtained through the use of a computer read process. The statistical analysis used was Retention Analysis. An amended form of Survival Analysis, part of the Statistical Package for the Social Sciences (SPSS), by Hull and Nie, 1981. Analysis of the data produced the following findings: (a) the most critical years of enrollment are the first two years; (b) white students had a higher retention rate and a higher graduation rate than did black students; (c) regular admission students had a higher retention rate and a higher graduation rate than did development education students; (d) retention and graduation rates of black and white students parallel each other when considered by admission status; (e) two

hundred twenty (220) (38.7%) of all students to graduate were classified as developmental education students at admission; (f) students required to enroll in developmental English and math had a lower retention rate and graduation rate than did any other subgroup of students.

Ducksworth, T. (1986). The educational expectations, aspirations and academic achievement of academically deficient minority students (Doctoral dissertation, The Ohio State University, 1986). Dissertation Abstracts International, 47, 3676.

The study was conducted for the purpose of establishing a set of predictive characteristics for minority students who were underprepared for college coursework at the time of their enrollment, but were successful at the end of their freshmen year. The subjects of the investigation were minority students at the Ohio State University, who had

ACT scores of 18 or lower in English, Mathematics or Composites categories; who received academic advisement and supportive services from the Office of Developmental Education; who were first quarter freshmen in the Summer or Autumn quarters of 1983; and for who ACT predictive data were available.

An ex post facto design was used in order to answer seventeen study questions that were a priority constructed. Some of the findings from the investigation were that 66% of the successful students expected to earn high-level academic degrees; 75% expected to earn Grade-point averages of 3.0-4.0; 95% had participated in extra-curricular activities and most chose majors in Administrative Science, the Liberal Arts, and the General Baccalaureate Curriculum.

The author concluded that academically-deficient students of minority races, who are most successful in the multiversity setting

have high levels of self-concept; high levels of educational expectations; aspirations of majoring in fields that offer jobs allowing for upward mobility, and participated in extra-curricular activities while in high school. Moreover, it was concluded that the American College Test (ACT) scores are not reliable predictors of academic success or failure in the multiversity setting--for minority students.

Ellis, K. (1985). Using Myers-Briggs type indicator scores to examine subjects' preferences for counselor style (Doctoral dissertation, West Virginia University, 1985). Dissertation Abstracts International, 47, 790.

This study used two brief and simulated counseling videotapes to examine the effect of subjects' Myers-Briggs Type Indicator preferences on evaluations of counselor style. The videotapes were made in a thinking style and a feeling style. Both tapes showed the

same 30 year old female counselor and the same young female clients, and the clients concern was the same in both tapes. Subjects were undergraduate students recruited from introductory classes at the community college. They were both traditional and nontraditional students. These hypotheses were not supported. Both the age and the sex of the subject affected their ratings of the counselor's attractiveness. These effects confounded the study. Significant differences were found in ratings of counselor attractiveness based on subjects' preferences for sensation or intuition.

Goubeaux, P., (1989. The effects of knowledge of learning style preferences plus self-control therapy on achievement and attitudes of at-risk incoming freshmen. (Doctoral dissertation, the University of Toledo, 1989). Dissertation Abstracts International, 50, 3381.

The purpose of this study was to determine the

additive effects of knowledge of learning style preferences plus self-control therapy on academic achievement and study attitudes.

A pre-posttest control group design was used to test the research hypothesis. College grade point averages and the Study Attitude Scale of the Survey of Study Habits and Attitudes measured the dependent variables. The Productivity Environmental Preference Survey was used to assess learning style preferences. A total of 23 freshmen at a major midwestern university participated in three two-hour workshops throughout an eight-week period. The Mann Whitney U Test and the Wilcoxon Rank Sum Test for Matched Pairs were used to determine significance.

The results were nonsignificant and led to the conclusion that neither information about learning style preferences plus self-control therapy nor information about learning style preferences alone significantly affected

achievement or study attitudes. Despite nonsignificant results, a trend toward interested GPA with increased treatment complexity has implications for future research in this area. It was recommended that additional research be conducted with a larger sample size, increased numbers of sessions, and additional independent variables.

Gray, E. (1989). The effects of administrative placement decisions upon undergraduate academic achievement in a predominantly Black-urban college (Doctoral dissertation, Temple University, 1989). Dissertation Abstracts International, 50, 929.

This study, which examined data from six years of entering freshmen classes, was designed to examine the effects of the administrative decision to place students in a compensatory education program based on their entry level achievement scores. Those students whose

scores fell below the median score of the lower ninety percent of students entering in any one year were placed in what was called, Group I, which was the control group who received remedial training. Group II students received no treatment activities.

The emphasis in the compensatory education program was the development of the basic skills during the first year of matriculation at the college. Group I and Group II students were compared. Clock hours versus credit hours between the two groups, freshman and senior grade point averages and Graduate Record Examination tests scores were analyzed. The purpose was to determine if the remediation averages and Graduate Record Examination test scores were examined. The purpose of the examinations was to determine if the remediation did in fact help the Group I students.

It was found that this objective was not achieved.

Nevertheless, ample positive evidence was found which indicated that the administrative decision to place freshman students in compensatory education based upon entry test scores provides a means through which all students desiring to enter Coppin State College may enter on a trial basis in an administratively manageable format.

Hislop, W. (1989). The relative clause in college freshman writing. (Doctoral dissertation, University of South Carolina 1989). Dissertation Abstracts International, 50,2880.

This study which examines the relative clauses in the freshmen English papers of sixteen college students. It is a detailed descriptive study of a number of features in these clauses intended to determine if there are shifts evident in the students' use of these features, particularly shifts from patterns characteristic of speech to patterns

characteristics of writing. The distinctions between these patterns are drawn from empirical studies available in the literature. Each feature was examined in light of a number of hypotheses designed to test the students' progress. The analysis was conducted by coding the clauses for the relevant features and analyzing the code strings with the VARBRUL 2 program to determine frequency of the factors. None of the hypotheses were upheld to a statistically significant degree. This was the result of rather wide variation within groups and students within groups moving in opposite directions. However, subgroups of students showed directional shifts and furnished marginal indication of acquisition of written patterns. Opposing tendencies were found for the two groups in regard to several features.

Jackson, M. (1989). A study management course for high-risk black college freshmen (Doctoral

dissertation, western Michigan University, 1989). Dissertation Abstracts International, 51, 1921.

Two preliminary studies offer some background with respect to this area. The purpose of the present study was to evaluate the impact of a study management course on the academic performance of high-risk, black college freshmen admitted to Western Michigan University, Kalamazoo, on academic probation through the Martin Luther King, Jr. Program. The Study Management course was designed to provide behavioral consequences for students' study behavior more immediately than is normally the case. Participants in the study management course met weekly with upper-class students to plan and review academic assignments, attend a study center for a minimum of eight hours per week, and received regular progress reports from course instructors. Although the students generally

evaluated the course very positively, the procedures did not generate statistically significant differences between semester grade-point-averages.

Several recommendations were provided for improving the study management course and more generally, decreasing the attrition of high-risk, black college students. These recommendations included (a) increasing exposure to academic skill strengthening activities; (b) providing students with additional, training in study skills and strategies; (c) instituting a more detailed and quantitative, on-going evaluation of students progress along relevant academic dimensions; and (d) providing a means by which high-risk students will be required to participate in such activities.

King, A. (1989). The relative effectiveness of a specially funded retention program on minority performance at an undergraduate health

professions college. (Doctoral dissertation, Temple University, 1989). Dissertation Abstracts International, 51,303.

The purpose of this study was to determine the relative effectiveness of a specially funded minority retention program at an undergraduate health professions college. Subjects consisted of a HCOP Experimental group and various comparable groups of other college freshmen such as other minority and disadvantaged students and "regular" freshmen. Variables included college entrance measures (i.e., high school record and standardized test scores), program measures (i.e., student assessments of the prefreshmen program and course grades), and first semester grades and grade point averages (FSGPAs).

Minority prediction results showed that the single best predictors of HCOP students FSGPAs were the prefreshman course grades. Minority performance results showed that HCOP students

performed consistently lower ont he college entrance measures than any other group, but comparably well (i.e., not significantly different) on FSGPAs as other freshman, except freshmen on College scholarships who attained higher FSGPAs. Study retention data showed that the prefreshman program was highly effective in preparing the HCOP students for college, but that the academic support unit needs improvement in detecting and remediating HCOP students' academic deficiencies.

Finally, it was found that HCFOP students are more likely to drop out during the first rather than second semester and have higher grade point averages during the second semester.

Mayer, L. (1990). A comprehensive developmental education program for the underprepared college freshman (doctoral dissertation, Loma Linda University, 1990). Dissertation Abstracts International, 52,90.

The purpose of this study was to analyze the current programs for the underprepared college student at Loma Linda University Riverside (Freshman Seminar class, Black Mentor program, Hispanic Mentor program, Gateway to College, and Freshman Study Support program).

Research questions and hypotheses were applied to the evaluation of the five programs. The research question sought assessment of the results from participation in these five programs in terms of the four outcomes of successful completion of 12 units, cumulative grade point average, attrition, and retention and the relationship of six demographic variables (gender, major, residence, ethnic affiliation, verbal test scores, and math test scores). The null hypothesis for both research questions stated that no significant relationship exists between participation, the four outcomes, and the six variables. Significant results were found for the

attrition and retention in the Freshman Seminar class. Moreover, the research shows that more students stayed in school their freshman year and more students returned the following year among those who participated in the program compared to those who did not. Other significant findings for the Black Mentor and the Gateway to College programs showed that participation seemed to affect students adversely in successful completion of 12 units, attrition, and retention.

McFadden, M. (1986). The prediction of college course grades in a developmental studies program using preenrollment academic and demographic variables (Doctoral dissertation, University of Georgia, 1986). Dissertation Abstracts International, 47,1208.

Academic and demographic preenrollment characteristics were used as predictors to obtain regression equations predicting first-quarter course grades of freshmen enrolled in

a developmental studies program at a large southeastern university in each of the content areas of that developmental studies program: Developmental Studies English, Developmental Studies Math, and Developmental Studies Reading. The academic variables were: High school grade point average (HSGPA); the Verbal and Quantitative scores from the Scholastic Aptitude Test (SATV, SATM); Basic Skills Examination (BSE) scores in English, Math, and Reading; course-level placements in Developmental Studies English, Math, and Reading; and SAT/HSGPA discrepancy scores. The Demographic variables were race, gender, and athletic status.

In each content area, the best combination of factors predicting course grades was different and explained a small percentage of the total variance in course grades. Overall, the academic variables were more useful as predictors than were the demographic

variables. Content-area knowledge and past academic performance were significant predictors in all three content areas. Of all the variables investigated, only the demographic variables race and athlete status were not useful as predictors.

Morgen, J. (1990). An investigation of factors that prolong undergraduate education at the university of Oregon (Doctoral dissertation, University of Oregon, 1990). Dissertation Abstracts International, 51,2590.

A pilot study was conducted and suggest that persistence variables may prolong undergraduate education and explain the institution's comparatively low graduation rates. A consequent triangulated quantitative qualitative descriptive study explored the degree to which individual persistence variables influenced undergraduates to prolong their education. The self-report "Spring 1989 Survey of Undergraduates Applying for

Graduation" (SS '89) was designed specifically for students to identify these variables; 770 (52%) out of 1,481 Spring 1989 undergraduates who applied for graduation filed the SS '89. Using the statistical software package SPSSX, analyses focused on significant chi square and Pearson associations to suggest reasons that lengthened undergraduates' graduation. Open-ended interviews with 30 Fall 1989 graduating undergraduates and 15 "key informants" confirmed the SS'89's self-report data and identified new variables. The findings suggested that major/career indecision, personal issues (health, family emergencies and responsibilities, etc.), financial problems, and inadequate major program and general education advising were the primary reasons why undergraduates extended their University of Oregon education beyond four years in a four year program or five years in a five year program. Demographic influences

such as age, gender, marital status, continuous enrollment, transfer, and career path and the construct of satisfaction also made a difference. That the results are institution-specific connote the importance of considering the construct of organizational culture as a major factor that lengthens undergraduate education at the University of Oregon and elsewhere. This study investigated the effects of the pre-college experience at community colleges in southwestern Pennsylvania. The study covered a four year period using freshmen who entered in the fall of 1984 through the fall of 1988. The data were separated by those who participated and those who did not participate int he pre-college program. In addition, the directors of each program were interviewed to obtain their perceptions of the strengths and weaknesses of their own program.

In all four institutions, participants did not

produce positive results in GPA, retention rates, and graduation rates. Variables which may have affected the results include: The small number of program participants, student motivation, students accepted into the program were not academically deficient, and students who eliminated their academic deficiencies during the regular academic year. The results suggest program success is based on four major differences: length of pre-college component, interconnection of program components, a proactive counseling component, and the inclusion of developmental coursework, but more definitive study of these factors is needed.

Myers, G., (1990). An analysis of faculty attitudes and perceptions toward nontraditional undergraduate students in degree-granting programs of journalism and mass communication (Doctoral dissertation, East Texas State University. Dissertation Abstracts International, 51,2907.

The problem of this study was the attitudes and perceptions of professors, associate professors, and assistant professors regarding nontraditional undergraduate journalism majors. A seventy item validated questionnaire was developed and mailed to 490 randomly selected journalism educators teaching in programs affiliated with Association of Schools of Journalism and Mass Communication (ASJMC). Three hundred-ninety-two (80 percent) returned usable questionnaires. Findings obtained from the response to the items on the questionnaire were statistically analyzed using a binomial t test. No statistically significant differences were found when comparing the attitudes and perceptions of professors, associate professors, and assistant professors. The findings of this study suggest the following (1) The three groups had a positive response of 65 percent in their

attitudes and perceptions regarding recruiting and retaining nontraditional students. (2) The three groups had a positive response of 77 percent in their attitudes and perceptions regarding teaching nontraditional students. (3) The three groups had a positive response of 73 percent in their attitudes and perceptions of perceived knowledge of teaching nontraditional students. (4) The three groups had a positive response of 53 percent in their commitment to nontraditional students. (5) The three groups had a positive response of 83 percent in their attitudes and perceptions of university related functions necessary to enable nontraditional students to attend classes and complete the requirements for graduation.

Finally, the combination of the five areas of this study show the average positive response of the three groups to be above 70 percent. This served as an indication that the majority

of those participating in the study demonstrates positive attitudes and perceptions toward nontraditional undergraduate journalism students.

Nelson, S., (1985). The impact of a college developmental program on students' academic (Doctoral dissertation, George Peabody College for Teachers of Vanderbilt University, Dissertation Abstracts International, 46,2908.

This study investigated the impact of a college developmental program on students' academic performance and persistence. The experimental group consisted of 90, from a population of 124 randomly sampled students in a developmental program, and 90, from a population of 130, randomly sampled students with similar basic skills--but not in a developmental program--as the control group. The primary program was judged effective since 73 percent of the students who began the program, successfully completed it, showing

significant gains at the .01 level in the basic skills reading, language, and mathematics. The secondary program was considered effective because persisters did significantly better at the .05 level in freshman English and mathematics than similar nonprogram students. The tertiary program was considered effective since program students had higher cumulative grades and significantly higher retention rates at the .01 level than similar nonprogram students. Thus, the findings of this study show that improvement occurred for students in the developmental program in academic performance and retention.

Orris, J. (1989). The effects of the precollege experience on high-risk students in community colleges (Doctoral dissertation, University of Pittsburgh, 1989). Dissertation Abstracts International, 50,1514.

This study investigated the effects of the pre-college experience at community colleges

in southwestern Pennsylvania.

The study covered a four-year period using freshmen who entered in the fall of 1984 through the fall of 1988. The data were separated by those who participated and those who did not participate in the pre-college program. In addition, the directors of each program were interviewed to obtain their perceptions of the strengths and weaknesses of their own program.

In all four institutions, participants did not produce positive results in GPA, retention rates, and graduation rates. Variables which may have affected the results include: the small number of program participants, student motivation, students accepted into the program who were not academically deficient, and students who eliminated their academic deficiencies during the regular academic year. The results suggest program success is based on four major differences: length of pre-

college component, interconnection of program components, a proactive counseling component, and the inclusion of developmental coursework, but more definitive study of these factors is needed.

Patty, K. (1989). An investigation of the relationship of selected variables as potential predictors of academic persistence among developmental students at a state university (Doctoral dissertation, Southern Illinois University at Edwardsville, 1989). Dissertation Abstracts International, 50,1923.

This study was designed for two purposes: (1) investigate the relationship of selected predictor variables to academic persistence, and grade point average of a group of academically high risk students, to determine which factors differentiated persisters from nonpersisters, and (2) examined whether academic intervention associated with participation in a developmental program made

a significant difference in grade point average and persistence.

Nine hundred eighty-seven (987) academically high risk freshmen who attained a midwestern university were included in the study to test the following hypotheses: (1) Completion of developmental courses will be significantly related to persistence of academically undergraduate students (2) Completion of developmental courses will be significantly related to university grade point average of academically underprepared students after matriculation into the regular college program.

Hierarchical multiple regression analysis was employed to examine variable relationships. Major findings were: (1) developmental course completion is positively related to grade point average and persistence of high risk college students, (2) course variable accounted for a greater portion of the

variance in grade point average and persistence among black students than white students, and (3) several variables differentiated persisters from nonpersisters.

Porter, J. (1987). An evaluation of the effectiveness of developmental studies mathematics programs on academic achievement in college algebra (Doctoral dissertation, 1987). Dissertation Abstracts International, 48, 588.

This study was conducted to evaluate the effectiveness of the developmental studies mathematics programs on academic achievement in college algebra at three comprehensive universities in Mississippi (Mississippi State University, University of Mississippi, and University of Southern Mississippi). The population was the entering freshmen who scored, 10, 11, 12, and 13 on the ACT mathematics subtest for the period 1981-82, 1982-83, and 1983-84.

Students were divided into two groups based on

the ACT mathematics scores. Those who scored 10 and 11 comprised the experimental group that completed the developmental studies mathematics course prior to completing college algebra. The control group (scoring 12 and 13) were exempted from the treatment and were enrolled directly in college algebra.

The independent variable in the analysis was the ACT mathematics scores. The dependent variable was the mean grade point average of the students in the college algebra course. The analysis of variance of the data demonstrated a significant difference in the grades obtained in college algebra by the experimental group compared to the control group. The findings suggest that the developmental studies mathematics course was effective in helping the experimental group to exceed the grade point average of the control group in the college algebra course.

Powell, S. (1989). Perceptions of barriers to

undergraduate education by non-traditional students at selected non-public, liberal arts institutions (Doctoral dissertation, Memphis State University, 1989). Dissertation Abstracts International, 50,3815.

The purpose of this study was to determine what barriers are experienced by non-traditional students at small, non-public liberal arts colleges in the Mid-South and how the variables age, sex, marital status, number of children, employment status, income, and race affect the perception of situational, institutional, and dispositional barriers.

Nine institutions were randomly selected for this study from Arkansas, Mississippi, and Tennessee. Thirty (30) non-traditional students were randomly selected from each institution. A questionnaire was administered. Data was analyzed by finding a percentage of students reporting each barrier. Then a mean score for each barrier category

was found for each variable. Analysis of variance was used to determine significant differences in mean scores for each variable. The results of this study revealed that of all barriers tested, time to complete the program, cost, home responsibilities, attendance requirements, scheduling problems, tired of attending, and no place to study were the barriers reported most frequently. These also included more situational barriers than institutional or dispositional barriers. The results of this study further revealed significant differences based on race, number of children, and employment status. It was concluded that non-white students perceived more situational barriers; students with children perceived more situational, institutional, and dispositional barriers as the number of children increased; and more institutional barriers were perceived by students who were employed full-time than

those who were not employed to any extent.

Pherson, V. (1985). Patterns of achievement of selected criterion measures related to a college level developmental reading and study skills course for the IPFW freshmen (Doctoral dissertation, Indiana University, 1985. Dissertation Abstracts International, 46,2672.

This study investigated the question: Are there significant differences in two-year retention, cumulative course hours, or two-year G.P.A. among Indiana University-Purdue University at Fort Wayne (IPFW) freshmen who enroll and do not enroll in the adult developmental reading course, Education X150? The students were classified into four groups: (1) those students who needed and completed Education X150; (2) those students who needed but did not complete Education X150; (3) those students who needed but did not take Education X150; (4) those students who did not need and did not take Education X150. The academic

performance over four semesters of these four student groups were compared on the criterion measures of retention, cumulative course hours, and G.P.A. by submitting the relevant data to chi Square analysis. Significant differences were found at the .05 level for the following comparisons. Group 1 students significantly outperformed Group 2 and Group 3 students on retention, accumulated course hours, and G.P.A. Group 4 significantly outperformed Groups 2 and 3 retention, accumulated course hours, and G.P.A. Results indicated that developmental reading courses can and do make a difference in developmental student academic success. Moreover, it was concluded that an adult developmental reading course can and does make a positive difference in the academic achievement of underprepared students who successfully complete such a course.

Rodriguez, R. (1986). Effects of two counseling

approaches on institutional integration and persistence of high risk college students (Doctoral dissertation, Fordham university, 1986). Dissertation Abstracts International, 47,1625.

This study investigated the effects of two counseling approaches, mentoring counseling and traditional counseling, on the degree of social and academic integration, goal and institutional commitment of first year risk college students.

The participants were selected from a total population of 524 first-year students who had less than a 2.,00 high school grade index. Thirty-five students were randomly assigned to a mentoring-counseling program and 35 to the traditional counseling program. Under mentoring-counseling, students were assigned to a faculty member, designated as mentor, who closely followed each student during the semester, providing needed assistance,

including mentor-initiated assistance. In the traditional program, students were assigned to a regular school counselor who met with the students initially to explain available services and to encourage them to seek needed assistance. Further visits to the counselor's office had to be initiated by the student. The experiment lasted 10 weeks, at the end of which, all subjects were administered the Institutional Integration Scales.

The results revealed that students who participated in mentoring-counseling obtained significantly higher mean scores on social integration, academic integration, goal commitment and institutional commitment. Additional analyses also showed that: (a) there were no significant differences in the means of social integration, academic integration, goal commitment or institutional commitment between male and female subjects; (b) there were no significant differences in

the rate of re-enrollment between the two treat groups.

These findings suggest then an active counseling approach, such as mentoring, may be more effective than traditional counseling methods in increasing the social and academic integration, goal and institutional commitment of high risk students.

Rogers, D. (1986). A study of the use of the American College Testing program, Iowa silent reading test, and Nelson-Denny Reading Test as predictors of the grade-point averages of special admissions freshmen (Doctoral dissertation, Southern Illinois University at Carbondale, 1986). Dissertation Abstracts International, 47,33383.

The purpose of this ex post facto study was to examine the relationship between student performance in selected undergraduate courses and their performance on the Iowa Silent Reading Test, the Nelson-Denny Reading Test,

and on the Academic Test of the ACT Assessment Program. Subjects (N - 135) were special admissions freshmen students at Southern Illinois University at Carbondale during the Fall Semester, 1984. The study sought to determine the predictive validity of each of the aforementioned instruments with special admissions students. The dependent (criterion) variable for this study was the students GPAs as determined from the three undergraduate courses most commonly enrolled in as freshmen by the sample: Systematic Analysis of Text, English Composition, and Public Speaking.

It was found that all three instruments were positively correlated with GPA. Findings also indicated that the Nelson-Denny Reading Test total scores have the second best predictively validity, while the Iowa Silent Reading Test Scores have the least predictive validity with this sample.

Schonfeld, B. (1989. Orthodox Jewish professional women who return to school for graduate degrees during their midlife years (Doctoral dissertation, Columbia University Teachers College, 1989). Dissertation Abstracts International, 50,3496.

This study focuses on how the modern Orthodox woman deals with the conflicts of modernity and tradition, an dhow she copes with the dual role of career and home.

The majority of the women have developed according to the study an approach which the literature defines as the "super-woman" syndrome. The attempt to combine both roles simultaneously resulted in a high cost of stress and strain for many of the women. The study reveals that these individuals' careers and independent life style are crucially important to them.

Sellers, C. (1990). The effects of a career planning model on the career maturity of undecided

freshman students in a state supported historically black college (Doctoral dissertation, Georgia State University, 1990). Dissertation Abstracts International, 51,4026. The purpose of this study was to determine effects of a career planning model on the career maturity of undecided freshmen enrolled in a personal orientation course at a state-supported, historically black college. The study also tested relationships and differences among undecided freshman students' performance on the Career Maturity Inventory (CMI) and selection of an academic major in comparison to gender, academic performance (measured by cumulative grade point average), and student classification (regular freshmen versus developmental studies freshmen).

Data were collected on 152 undecided freshmen students enrolled in for personal orientation classes during the 1990 spring quarter at Fort Valley State College. Since the four classes

represented intact groups, the study's design was the nonequivalent control group design. The CMI was administered to each group as a pretest and posttest. Two classes (experimental groups) received instruction based upon a career planning model. Two classes (control groups) received the regular instruction of Personal Orientation 102.

A significant difference was found between performance on the Career Maturity Inventory and the variables enrollment status (enrolled versus nonenrolled in a career planning course), gender, and student classification. There was no significant relationship between performance on the CMI and academic performance. A significant relationship was found between selection of an academic major and enrollment in the career planning course. There was no significant difference between selection of an academic major and gender, academic performance, and student

classification. Conclusions: There was evidence to indicate that enrollment in a personal orientation course with a career planning focus has a positive effect on the career maturity of undecided freshman students. In addition, undecided freshmen enrolled in this same course demonstrated far greater career decision-making skills in selecting an academic major.

Smith, S. (1985). The college performance of high risk student participants following a summer remedial program (Doctoral dissertation, Bowling Green State University, 1985). Dissertation Abstracts International, 47, 1212.

This study explored the academic success of the high risk entering freshmen who participated in Bowling Green State University's Summer Transition Quarter Program. The research paradigm of this study was the quasi-experimental ex post-facto two

group design. Academic success was measured by university grade-point averages, difference between students' actual and predicated grade-point averages, quality points, persistence, academic status, successful completion of English 110 and 111, and English 112 grades. Students were followed for six grading periods.

The 146 experimental subjects were entering freshmen who participated in the Summer Transition Quarter Program. The 207 control subjects were entering freshmen who were initially enrolled during the following fall grading periods. Both groups of students were remedial reading students. Each subject, who had on file a high school grade-point average, high school decile and ACT Composite score, was used in the statistical analyses.

Significant mean differences were found in grade-point averages after the first grading period; in quality points after the first,

second and third grading periods; and in the difference between predicted and actual grade-point averages after the first, second, third, fifth and sixth grading periods. The experimental group did significantly better than the control group on these nine measures. Significant differences were also found in the academic status after the third and fourth grading periods and in the successful completion of English 110 and 111. The control group did significantly better than the experimental group in these four measures.

Snead, K. (1989). Effects of computer-assisted career guidance on selected aspects of career (Doctoral dissertation, Syracuse University, 1989). Dissertation Abstracts International, 51,82.

The study was designed to examine what effects implementing various career interventions would have on the levels of career maturity and career decidedness of academically

disadvantaged students. A four group pre/posttest was used as the research design. Study participants were 104 freshmen in the Developmental Studies program at a four-your state college.

The results of the analyses of covariance failed to reach the .05 level of significance, though score changes in the predicted direction were achieved by the career guidance groups. Comparisons of the three career guidance interventions had predicted that the SIGI only or counselor guidance only groups. Statistically significant differences did not result for these comparative analyses of covariance though the SIGI with counselor guidance groups reported greater positive gains on three of the five subscales of the CDI and CDS than did the other two guidance interventions.

Finally, as a result of these findings, several observations about the provision of

career services for academically disadvantaged students were discussed. Greater positive score changes resulted when academically disadvantaged students received counselor guidance only or in combination with use of SIGI, thus suggesting the importance of individual counselor guidance with the academically disadvantaged students. Results of the study indicate that further career research with disadvantaged students is warranted.

Stalker, A. (1985). Critical reading instruction in college remedial reading classes (Doctoral dissertation, University of Georgia, 1985). Dissertation Abstracts International, 46,2644.

The purpose of this study were: (1) to compare the results of two approaches to critical reading instruction in college remedial reading classes, (2) to determine the relationship between critical reading ability

and selected characteristics of subjects and (3) to determine whether six lessons in critical reading would improve subjects' critical reading ability. Subjects were 139 college freshmen in required remedial reading courses at a large, urban southeastern university. Subjects were pre- and posttested with the Watson-Glaser Critical Thinking Appraisal, with adapted time limits and directions. Statistical treatments involved use of analysis of covariance, t-tests and correlation coefficients.

Findings included the following: No significant difference existed between the two treatments. Critical reading ability was found to be related to scores on the Scholastic Aptitude Test-Verbal and a locally prepared basic skills reading test. Critical reading ability was not related to sex, age, race, Scholastic Aptitude-Mathematics, high school GPA or high school English average.

Critical reading ability of subjects was not increased by six periods of critical reading instruction, when results of subjects from both treatments were combined.

Sun, S. (1988). Family relationships and social competence during late adolescence: a longitudinal study (Doctoral dissertation, Texas Tech University, 1988). Dissertation Abstract International, 60,1452.

This study examined the associations between family relationships and social competence at two different points of time during late adolescence. Three hypotheses were formulated: (1) the association between family relationships and social competence is stronger at time 1 than time 2; (2) family relationships at time 1 are positively related to social competence at time 2; (3) family relationship variables are more important than family structure variables in predicting social competence at both times of

measurement. Gender differences in changes in family relationships and social competence over time were also explored.

A series of canonical correlation analyses were performed to test the three hypotheses for males and females separately. A series of correlated sample t-test and one-way analyses of variance were performed to examine gender differences in changes in family relationships and social competence over time.

Overall, the results supported the first hypothesis for males, the second hypothesis for females, and the third hypothesis for both. There were also notable gender differences in family relationships and social competence over time. Taken together, these results suggest that males and females have different experiences in separating from the family.

Swinger, D. (1987). Academic performance of disadvantaged students' participating in a

federally funded program at San Antonio College (Doctoral Dissertation, Texas A & M University, 1987). Dissertation Abstracts International, 48,2520.

The primary objective of this study was to document and explain the effects which the Special Services Project has had on participants' academic performance. The following variables were investigated: (1) What types of special services are being provided? (2) Which categories of students are utilizing their services (3) To what extent are they using them? (4) specifically, are there significant differences in grade point averages and course completions between eligible students who participate in the special services project as opposed to students who do not?

Two samples were chosen. The first consisted of eligible students who used Special Services Project for a period of at least one year.

The second group, which was the control sample, consisted of students who were very familiar to the first sample, but did utilize the services. The dependent variable, "learning performance," was defined to include grade point averages as well as courses attempted and successfully completed. The independent variables which represented the school's Special Services Project were (1) tutoring, peer tutoring one on one group sessions; (2) other student support services which have a direct impact on the student's academic success--i.e. Personalized Guidance Counseling Tutoring, Curricula-Related Assistance and other Support Services.

The empirical evidence derived from this course sectional analysis substantiates a major assertion of this study: Participation in Special Services Project for Disadvantaged Students is related to the successful academic retention in an institution of higher

learning. The effects of these services upon the users academic performance were measured by three variables which included: (a) grade point average achieved during the fall academic period in 1983 which was slightly higher for participants (.33%) with no significant differences between the same two groups in 1984-1985 and 1985-1986. (b) academic hours which were earned between the two groups during the study period were slightly higher for the participating SSDS students. (c) A.C.T. composite scores showed no evidence of a significant difference between the two comparative groups.

The study concluded that successful academic retention as well as an improved grade point average during their first year of enrollment is related to the participation in Special Project activities at the institution.

Taylor, C. (1990). Motivational orientation of the military nontraditional student: attitudinal

variables affecting participation in off-campus undergraduate degree programs (Doctoral dissertation, North Carolina State University) at Raleigh, 1990). Dissertation Abstract International,51,1191.

The major objectives of this study: (1) determine from a selected list of 15 reasons for participation in off-campus undergraduate degree programs what orientations existed among enlisted U.S. Air Force college students; (2) examine the relationship between the motivational orientation and 13 selected socio-demographic characteristics of these non-traditional students; (3) evaluate from a selected list of 13 reasons for non-participation in undergraduate degree programs what orientations existed among enlisted U.S. Air Force Personnel.

An ex post facto design was used in this study. A survey questionnaire was administered during July and August 1989 at

Seymour Johnson Air Force Base, North Carolina. Data were collected from 56 military students enrolled in off-campus undergraduate courses through Mount Olive College. The statistical procedures used for data analysis were factor analysis and regression analysis which included the general linear model and logistic regression model. The major findings of this study were: (1) four basic motivational orientations toward undergraduate education existed: External Expectations-Social, Cultural-Learning, Vocational-Monetary, Professional Improvement; (2) military non-traditional students participating in off-campus undergraduate degree programs indicated strong personal goals toward preparing themselves for jobs in civilian life and working toward a college degree; (3) military non-traditional students are primarily enrolled for professional improvement and vocational-monetary reasons;

(4) participation seems to be significantly related to sex, mother's level of education, level of education, and military rank; (5) four basic orientations toward nonparticipation existed: Administrative Obstacle, Motivational Obstacle, Administrative-Education Needs, Job-Education Needs.

Thomas-Muskovac, J. (1986). A study of the effectiveness of developmental reading and writing courses at Old Dominion university (Doctoral dissertation, Old Dominion University, (1986). Dissertation Abstracts International, 48,63. This study was conducted in order to (1) identify the number and demographic characteristics of students served by the remedial programs, (2) determine academic achievement and persistence of these students, (3) assess the performance of developmental reading and writing students in regular college English and regular college history

classes, (4) identify components and characteristics used in the developmental programs which are associated with the success rate of developmental students and (5) assess the effectiveness of developmental education programs based on the evaluation of the number of students completing degree programs. The academic years under consideration are 1980 through 1985.

The study employed two approaches: (1) a descriptive analysis of the variables of age, sex and race, (2) a statistical analysis utilizing the chi Square, analysis of variance and the two sample t-test to determine relationships between (a) developmental courses and demographic variables, (b) grades received in developmental courses and persistence, (c) success in regular college English and history classes and successful completion of developmental writing and reading classes, (d) graduation rates for

developmental and nondevelopmental reading and writing programs and the Special Services Program.

The descriptive analysis revealed that 29 percent of the entering freshmen class were deficient in reading and writing skills. Analysis of variance of the demographic variables of age, sex and race revealed that the only significant demographic variable was race. A Sheffe's Test revealed that the nonwhite group had a higher mean level of success.

The Chi Square Test produced the following results: (1) There was a difference between success in developmental reading and the number of semesters enrolled. (2) Success in developmental writing and the number of semesters enrolled approached significance. (3) No significant association between success in regular English classes and successful completion of developmental writing courses

was found. (4) A significant association was shown between success in regular history classes and successful completion of developmental reading classes. (5) The developmental students graduated at a significantly higher rate. The t-test revealed no significant difference between success in developmental reading and writing programs and participation in the Special Services Program.

Warden, M. (1988). A study of university of Tennessee, Knoxville evening school students who have experienced educational counseling (Doctoral dissertation, The University of Tennessee, 1988). Dissertation Abstracts International, 49,2501.

The purpose of this study was to assess the effectiveness of educational counseling for non-traditional students with respect to congruence or "fit" with the University environment, retention, and satisfaction.

Fall Quarter 1986 all for the 291 new University Evening School undergraduate students were randomly assigned to a treatment group for educational counseling or a control group. The treatment group received a special three quarter sequence of educational counseling face-to-face or by telephone. At the end of three quarters, Robert Pace's College and University Environmental Scale (CUES) (1967) was used to measure the adult learners' perception of the psychological environment of the University, "fit" or congruence. In addition, the effects of the demographic variables of gender, marital status, age, and degree status on the measures of congruence were assessed. The nontraditional learners' retention was measured by a Chi square test, and satisfaction with the services of the University Evening School was measured by ANOVA procedure.

Based on Pace's scoring rationale the scores of the control group differed significantly from the treatment group. The control group had consistently higher scores on the environmental scales implying they perceived the campus environment as more supportive, friendly, and scholarly than did the adult learners in the face-to-face or telephone counseling groups.

A 2 x 3 Chi-square analysis determined that no significant difference in retention as measured by frequency of enrollment existed among the face-to-face counseling, telephone counseling or control groups.

A Likert attitude scale was used to measure the adult learners' satisfaction with the services of the University Evening School. Satisfaction scores for all three groups were high. However, the ANOVA procedure indicated there was no significant difference in satisfaction level among the face-to-face,

telephone or control groups.

Youngkin, E. (1990). The relationship between occupational choice and perceptions of professional nursing functions and characteristics (Doctoral dissertation, Old Dominion University, 1990). Dissertation Abstracts International, 51,2290.

This study identifies the occupational interest and predominant vocational personality types of freshmen students (undeclared majors, nursing majors, and non-nursing majors), explores perceptions about selected professional nursing functions and characteristics among the students, and examines perceptual differences between groups (majors).

A non-experimental ex post facto design is used to analyze data from 312 students in a large urban university. Descriptive and inferential statistics are applied in data analysis. The following findings support the

hypotheses: (1) Nursing continues to attract the traditional student who has Holland's Social Vocational Personality type as measured by the Self-Directed Search, although many Social types are choosing rival health occupations. (2) The vocational personality profiles of the majors differ significantly. (3) Significant differences in gender, race, SDS and daydream high point letter codes, and if nursing has ever been considered for a career occur between majors. (4) Perceptions of nursing as measured by the Professional Nursing Functions are significantly different between the three groups and the majors. Women in all majors and over half of all respondents perceive nursing favorably (5) Students with Social vocational personality codes, regardless of group or major, view the functions and characteristics of professional nursing positively.